**Technology Rich Classroom Grant Application**

For

Franklin Elementary School

Submitted by:

Wichita Public Schools (USD 259)

201 N. Water

Wichita, KS

67212-1292

April 6, 2011

Grant Contact:

Wayne Jennings, Grants Specialist

Wichita Public Schools

201 N. Water

Wichita, KS

67212-1292

(316) 973-4461

**APPLICANT INFORMATION:**

 The primary purpose for seeking EETT Funding for this project is (check one):

\_X\_ Grant Funding to support a minimum .5 FTE TRC Facilitator, job-embedded professional learning and support for participating teachers, and some supplemental technology for an existing  high access environment. (25% of requested grant amount required in local funding support)

\_\_\_\_ Grant Funding to create high access, technology rich learning environments, *and* support a minimum .5 FTE TRC Facilitator, job-embedded professional learning and support for participating teachers.  (25% of requested grant amount required in local funding support

Requested Grant Amount: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

APPLICANT DEMOGRAPHIC INFORMATION

**Grant Writer Information**

Grant Writer Name: Wayne Jennings

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Mailing Address: 201 N. Water, Wichita, KS 67202-1292

Phone Number: (316) 973-4461

**Lead (Fiscal) Agency Information**

USD #: 259

USD Name: Wichita Public Schools

Mailing Address: 201 N. Water, Wichita, KLS 67202-1292

Phone Number: (316) 973-4000

Superintendent Name: Mr. John Allison

Superintendent E-mail Address: jallison@usd259.net

Technology Director/Coordinator: Cathy Barbieri

Technology Director/Coordinator E-mail Address:cbarbieri@usd259.net

Curriculum Director/Coordinator: Susanne Smith

Curriculum Director/Coordinator E-mail Address: ssmith@usd259.net

Lea Main Grant Contact (if different than Grant Writer above): Same

Lea Main Grant Contact E-mail Address: Same

**Lead LEA is an eligible LEA according to Appendix A, p.21 of the RFP:  *YES***  ***NO  
(if no, please contact Melinda Stanley at 785.296.1204)***

**Partner LEA Information (if applicable)**

USD #: NOT APPLICABLE

USD Name:

Mailing Address:

Phone Number:

Superintendent Name:

Superintendent E-mail Address:

Technology Director/Coordinator:

Technology Director/Coordinator E-mail Address:

Curriculum Director/Coordinator:

Curriculum Director/Coordinator E-mail Address:

Local Evaluator: None

Local Evaluator E-mail Address: NA

Lead Agency Grant Contact (if different than Grant Writer above):

Lead Agency Grant Contact E-mail Address:

**School Participation & Information**

The following information is needed for each school involved in the grant. The grant will fund participation for four or more core classrooms at Grades 3-8. Please identify the schools that will be involved:

**School 1**

Building Name: Franklin Elementary School

Mailing Address: 214 S. Elizabeth, Wichita, KS 67213

Phone Number: (316) 973-9850

Principal Name: Ms. Heather Vincent

Principal E-mail Address: hvincent@usd259.net

**Has School 1 participated in TRC Grant in prior years?**  YES  NO

**School 2 (if applicable)**

Building Name: NOT APPLICABLE

Mailing Address:

Phone Number:

Principal Name:

Principal E-mail Address:

**Has School 2 participated in the TRC Grant in prior years?**  YES  NO

**(if additional schools, please include them as well)**

**District Technology Plan**

Districts receiving EETT funds must have an approved District Technology Plan on file with the Kansas State Department of Education. If you’re not sure, you may check online at: <http://www.ksde.org/Default.aspx?tabid=2784> or, check with your District Technology Coordinator or Superintendent. If you’re still not sure, e-mail [take@ksde.org](mailto:take@ksde.org) for verification.

Yes, the district(s) involved have a current technology plan on file with Kansas State Department of Education.

**Children’s Internet Protection Act Certification**

An LEA seeking EdTech Funds must certify that one of the following conditions exists –

The District/School receives E-rate discounts for Internet Access and/or Internal Connections and submits CIPA Certifications to the FCC as part of the E-rate Application process.

Every “applicable school” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA. (An “applicable school” is an elementary or secondary school that does not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.)

Not all “applicable schools” have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2442(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive e-rate services under the Communications Act of 2934, as amended.

**PRIVATE SCHOOL PARTICIPATION/CONSULTATION**

Section 1120(b) of the No Child Left Behind Act and §200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

YES, meaningful consultation has occurred as required.

NO, meaningful consultation has not occurred.

**OVERVIEW OF THE PROPOSED PROJECT**

**A. Description of proposed project**

The TRC project is designed to assist a motivated and committed administration and instructional staff at Franklin Elementary School develop the necessary skills to make the shift from traditional teaching to facilitating student learning in a 21st century learning environment that utilizes technology and constructivist pedagogy including project based learning (PBL). All staff at Franklin is keenly aware of the necessity to integrate technology into classroom instruction in meaningful ways and to implement engaging, challenging, and instructive lessons in a true 21st Century Learning Environment in order to engage students and increase their learning. While this awareness is developing, teachers are struggling to develop a full understanding and to apply and integrate new tools and methodologies into their practices. Consequently, they are requesting concentrated assistance in learning and mastering technology and investigative learning to enhance their teaching skills and effectiveness in instructing students. This project will provide the needed assistance to implement TRC in four classrooms (one 3rd, one 4th, and two 5th grade classes) and will provide the experience and in-house resources to expand TRC throughout the school and to establish Franklin as a resource for proliferation to other district schools. The proposed project will focus on reading as the area of primary need and will increase the presence of technology in an existing high access school*.*

**B. Description of project/districts commitment**

Wichita Public Schools (WPS) – is totally committed to implementing the TRC grant. Central office administrators and building staff are fully supportive of all aspects of the project. Having received and successfully implemented six TRC projects since 2003, the district has worked to expand and proliferate the project and its principles and practices throughout the district. WPS will continue to support TRC projects toward a change of culture throughout the district.

Franklin Elementary School – is aware of the increasing needs of its students and the need to implement more effective instructional strategies to prepare them to compete and thrive in the 21st century. The entire staff is committed to this as a goal and knows the value of technology and constructivist pedagogy in addressing it. Franklin has created and published a list of “*10 Commitments*” that clearly outlines that dedication and paves the way for TRC implementation. In her three years at Franklin, the principal has judiciously utilized funding from various sources to greatly increase the presence of technology in all classrooms and has encouraged the use professional development opportunities to maximize its effective use by teachers. The submission of this grant and the acceptance of and obligation to all assurances for its successful implementation is a further indication of this total commitment to take the necessary actions to provide 21st century learning environments for the benefit of students.

**C. Description of district/school needs**

Wichita Public Schools – is the largest school district in the state and is responsible for educating approximately 10% of the state’s k–12 population. As the state’s most diverse urban district, WPS has struggled to meet the demands of this diversity and to incorporate emerging technology and pedagogy to address them. In spite of having a knowledgeable and committed administration and staff, WPS is a district on improvement for the 6th year. In spite of achieving many points of pride and making consistent improvement on measures of student achievement, the district still lags behind state averages on all assessed areas. While the importance of implementing research on how today’s students learn, brain-based learning, and 21st century tools and methodologies to meet the demands of an ever-changing student population is increasingly evident, a $30 million shortfall in 2011-2012 (on top of a $24 million deficit in 2010-2011) makes it impossible to allot the resources needed to affect the necessary changes. WPS sees TRC as an opportunity to maintain a focus on developing 21st century learning environments for students.

Franklin Elementary School – is a Title I school that did not meet Adequate Yearly Progress (AYP) goals in 2008-2009, and again in 2009-2010 and is consequently on improvement for reading for the next two years. The school struggles to serve the many needs of its very high risk, high poverty, and increasingly diverse population. Current demographics show a population with very high percentages of economically disadvantaged students (89.5%), mobile students (75.4% mobility rate), and English Language Learners (21.2%) – all of which bring specific needs for effective instructional methodologies to assure their mastery of skills necessary for success in the 21str century. Table 1 delineates the high level of those percentages when compared to both WPS and the state of Kansas.

*Table 1 – Demographic makeup of Franklin Elementary School by percent of total enrollment*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Af. Amer. | Hisp. | White | Other | F&R | ELL | Mobility |
| Franklin | 7.41 | 38.75 | 42.45 | 21.7 | 89.5 | 21.2 | 75.4 |
| District | 19.5 | 27.3 | 38.6 | 14.3 | 70.4 | 17.5 | ~~--~~ |
| State | 7.5 | 15.8 | 68.9 | 7.8 | 45.7 | 9.1 | -- |

*Source: District Enrollment Records*

1) Student academic achievement

In the targeted area of reading, state assessment scores for Franklin students are significantly below both district and state averages as depicted in Table 2. On specific reading indicators for 3rd grade, scores for only 3 of the 11 were above the cut score and all but one showed decreases of as much of 12 points. For 4th grade, scores for 8 of 13 indicators showed a decrease of as much as 7.6 points.

Table 2: Percent of students scoring proficient and above – trend from 2006

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **% Scoring Proficient in Reading** | | | | | | **Increase in Academic Warning** | | | | | | | |
| **06** | **07** | **08** | **09** | **10** | **Change ‘09 to ‘10** | **3rd**  **2009** | | **3rd**  **2010** | | **4th**  **2009** | | **4th**  **2010** | |
| All Students | 58.5 | 60.9 | 70.9 | 65.1 | 57.1 | -8.0 | 24.1 | | 34.5 | | 8.5 | | 22.4 | |
|  |  |  |  |  |  |  |  |  | |  | |  | |  |
|  |  |  |  |  |  |  |  |  | |  | |  | |  |
|  |  |  |  |  |  |  |  |  | |  | |  | |  |
| ELL | 51.2 | - | - | - | 32.4 | - | 18.2 | | 35.0 | | - | | 36.4 | |
| Low SES | 56.4 | 60.5 | 71.3 | 64.2 | 53.7 | -10.5 | 27.7 | | 36.0 | | 7.1 | | 24.4 | |
| Hispanic | 54.3 | 58.5 | 76.2 | 61.5 | 44.4 | -17.1 | 21.1 | | 31.8 | | - | | 21.1 | |
|  |  |  |  |  |  |  |  |  | |  | |  | |  |
|  |  |  |  |  |  |  |  |  | |  | |  | |  |
| White | 57.7 | 62.5 | 64.0 | 63.3 | 66.2 | +2.9 | 19.0 | | 36.4 | | 15.0 | | 10.5 | |

*Source: Official Enrollment Data*

Of specific concern – both to the benefit of individual students and to the school at large – is the achievement gap in reading that is negatively impacting not only student success, but also the ability of the school to meet AYP goals and to get off improvement. A further analysis of the reading assessment data shows that scores for the school do not tell the whole story and that the need for enhanced instruction is far greater than depicted. While the scores for “All Students” and for each demographic subgroup has decreased for all groups except white students, there is a more alarming trend in the 3rd and 4th grade to have significant increases in percentages of students scoring in the “Academic Warning” range (See table 2). In addition, AIMS Web assessment scores for reading were well below WPS targets and, in all areas but one, the percent scoring less than the target was greater than the percent scoring higher.

2) Teacher professional development.

Teachers agree that the main missing ingredient to success is training on technology integration and continuing support through follow along training including coaching. Teachers’ self assessment on Profiler Pro yielded an overall average of 2.4 out of 5 points. Results further show that, with the exception of only three specific skills indicators, they feel that they do not currently have comfort in their ability to integrate any tech skill into their teaching of students.

On a recent, locally developed survey of all teachers at Franklin, responses revealed that:

* Teachers feel that they are “Proficient” or “Expert” with Microsoft word and Internet Explorer but are much less comfortable with Excel, Publisher and PowerPoint.
* Teachers are well based on the profile of the 21st century learner and on what is necessary to adequately educate them for the 21st century.
* 55% of teachers feel the educational system does not prepare students adequately to compete in the 21st century global economy.
* 95% of teachers are either “Somewhat Willing” (36%) or “Very Willing” (59%) to substantially change their instruction practices if provided PD and follow along support.

Further, teachers’ self assessment of their and the school’s status on the Project for the 21st Century’s *Mile Guide* shows that none see either themselves or the school as “21st Century” and besides an occasional project and extensive use of cooperative learning, they see the school as being only at the “Early” stage of transition.

Clearly, teachers are knowledgeable of what needs to be done and are personally motivated to learn how to better meet the needs of their students. Further, professional development is needed and desired by all staff to be able to make the necessary changes.

3) Need for technology

Since there has been conscientious and consistent acquisition of technology in the school, technology needs are limited to minimal requests to complete the requirements of a TRC classroom. Those needs are outlined in the budget and budget narrative.

**D. Justification of need for project**

There is a strong and distinct need for the school to have the support of the TRC project in order to affect the change in culture that is necessary to establish Franklin as a 21st century learning environment that can adequately prepare students with the necessary skills and abilities to thrive in their academic and in life pursuits beyond high school. A recent survey of Franklin parents shows that while most homes have at least “some” technology, students use it more for games and social networking (89%) than for homework (47%). Further, 37% of parents do not use a computer or consider themselves to be “beginners” with technology and only 25% feel they can help their child learn to use technology for homework. Additionally, 80% of respondents want to have more technology for instruction at school and 73% feel that their child would be more engaged in school work if more technology was used in their classrooms.

With the drastic funding cuts experienced by the district, resources are increasingly limited for the development of technology rich classrooms and the school’s ability to increase teacher competence with comprehensive professional development is greatly jeopardized. Given the needs of students and the dedication, motivation and commitment of the staff at Franklin, funding of the proposed project will not only yield increases in instruction and consequent improvement in their students’ scores, but it will also spawn a school wide change in culture that will benefit all students in an ever changing world.

**Goals of the Proposed TRC Project**

The ultimate goal of the proposed TRC project is to move teachers along the continuum of change as they develop knowledge and skills to create 21st century learning environments and to utilize 21st century instruction to engage students and facilitate their learning of core subjects and 21st century skills. As this is a demanding goal that requires teachers to make basic changes in different areas of their belief systems and work practices, it is a process that takes both time and consistent attention through training, coaching and practice. As individuals go through a process of change, they naturally go through stages of being:

1. Unconsciously incompetent – using old methods automatically and without considering options.
2. Consciously incompetent – knowing that old methods can be improved or replaced but not knowing what to do or how to do it.
3. Consciously competent – being able to implement new methods but only with concentration and effort.
4. Unconsciously competent – automatically integrating new knowledge and practices into lesson planning and instruction naturally and without struggle.

To accomplish project participants’ movement along this continuum, the TRC facilitator will provide an array of training and support activities to teachers to foster their mastery of 21st century instruction in the following areas:

Pedagogy – All staff at Franklin is acutely aware of the necessity to implement both cutting edge research and established best practices to address the learning needs of all students. Of primary importance is the inclusion of research-based instructional methods including both the use of technology and its integration into classroom instruction to foster the engagement of students in rigorous and relevant learning activities that will create and develop their abilities as life-long learners.

In addition to increasing student mastery of core subjects through enhanced instruction, improving teachers’ ability to facilitate students’ development of 21st century skills as outlined by the Project for the 21st Century (P 21) is a primary goal of the project. As this requires a basic change in how teachers approach their roles as instructors, they must embrace a whole new way of teaching. Through the establishment of a new pedagogy (as outlined in “Education Support Systems” on the P 21 *Mile Guide*) student instruction will not only utilize technology, but student learning will also be facilitated by teachers in ways that will help them to develop the skills outlined by business and industry as being critical for employment and competitiveness for students who graduate into the 21st century workplace. Project activities will be centered on fostering those student learning skill outlined by P 21 as Information and Communication Skills (including media literacy and the use of multimedia communication tools), Thinking and Problem-Solving Skills (including critical thinking and higher level thinking skills), and Interpersonal and Self-Directional Skills (including collaboration, self-direction, accountability and adaptability).

To affect this change in pedagogy for participating teachers, the TRC facilitator will provide an array of training activities to support and empower them to move along the continuum of change to complete competence with the new pedagogy including the use of technology and implementation of constructivism. Training activities and support for this goal include:

* Specific trainings and in-services as outlined in the “Training Plan for professional learning days” in the “Implementation” section of this grant application.
* Teachers’ attendance at State trainings and the follow-up support by the TRC facilitator to operationalize and generalize learning from those events into classroom practices.
* Job embedded professional development including classroom observation, modeling, and hands-on coaching to assure the transfer of learning to classroom instructional practices.
* Establishing and supporting robust professional learning communities (PLCs) including a building level collaborative, participation in the WPS TRC community, and participation in the KSDE TRC Ning.

To develop teachers’ abilities to enhance student learning opportunities and to encourage higher order thinking skills, the TRC facilitator will provide instruction and resources to develop their understanding of:

* How students learn (brain-based learning, learning and motivation, etc.).
* 21st century skills including higher order thinking skills (the ability to frame, analyze and solve problems, engage in critical thinking, exercise sound reasoning, developing and implementing new ideas).
* How to use constructivist pedagogies including investigative learning and PBL in practical classroom applications.

All teachers and administrators at Franklin are committed to participating in and benefitting from TRC professional development opportunities that will equip them with the knowledge and skills necessary to construct 21st century learning environments, devise and present effective and technology-rich lesson plans, and to facilitate challenging learning opportunities for all students that provide experience and practice with 21st century skills.

Engaging Students, Access – Student engagement in learning activities is an essential key to their success not only in their academic careers, but also to life-long learning ventures. Students are “digital natives” who have considerable experience with technology and who expect to be able to utilize it at school. In a recent focus group of students, they expressed a disdain for having to “power down” when entering a school and then being “subjected to and bored by” 20th or even 19th century teaching methods.

All TRC professional development opportunities, especially hands-on, job-embedded training and in-class modeling by the facilitator, will be geared toward not only utilizing technology, but also to its meaningful application in learning activities that are relevant to students’ lives and interest. Inclusive of technology, software, and web-based resources such as Web 2.0 tools and virtual field trips, teachers will become competent in not only engaging students in rigorous, standards based instruction, but in facilitating students’ development into becoming technology-literate learners who can incorporate innovations and adapt to the ever increasing speed of technology advancement.

To accomplish this, teachers will learn effective means of collaborating with students in developing projects and activities. Furthermore, teachers’ concentration on their mastery of investigative learning as an instructional pedagogy will create opportunities for students to provide feedback on how teachers can best meet their individual needs in engaging, relevant ways. The ability to differentiate learning based on this input as well as assessments and observation will greatly contribute to the teachers’ ability to engage students.

The TRC facilitator will provide specific instruction and support to teachers toward developing instructional methodologies that authentically engage students in learning activities. TRC professional development will include instruction and support including:

* Utilizing technology in meaningful ways and facilitating learning in ways that honor and build on students’ competence and experience with technology.
* How to include students as collaborative partners in their own learning.
* Making lessons and spontaneous “teachable moments” relevant to students’ interests and lives.
* Utilizing investigative learning activities and the Socratic Method to engage students in exciting adventures into learning that provide stimulation and experience with their use of a wide range of 21st century skills.

Leadership/Creating a Collaborative Culture – There is a strong understanding and agreement within the Wichita Public School district with the concept that the proposed TRC project is not simply a professional development opportunity for a few teachers, but is rather a means of instituting a far reaching change in culture throughout the entire school with all teachers – current and future. In addition, this TRC project is seen as a collaborative effort within Wichita Public Schools instead of being a stand-alone project in a single school. As such, collaboration among past TRC schools, current TRC schools, and the newly funded Franklin project will be facilitated by an increasingly robust community of dedicated educators who will continue to support each other through multiple methods. Means of facilitating the desired system change are incorporated throughout the TRC grant. These include:

* Dedication of PLC time to the development of individual teachers’ skills and to their understanding and ability to elucidate all aspects of TRC to all teachers at Franklin.
* Monthly staff meetings will have time for regular updates on TRC by participating teachers and for leadership to reinforce the direction of systemic change to facilitate a school-wide culture change.
* Building level in-services will be dedicated to the presentation of TRC principles and practices to all Franklin staff to expand all teachers’ understanding of TRC philosophies and practices.
* In addition to grant requirements, release time will be assured to teachers for their attendance at conferences and to benefit from other learning opportunities as available and as district resources will allow.
* To facilitate a district-wide understanding of, and buy-in to, TRC, both the principal and TRC teachers will make themselves available help expand and proliferate TRC throughout the district through multiple methods.
* As a result of successful implementation of this grant funded program, Franklin will be open to the district (and the state) as a professional development center that will be a demonstration of not only what can be done when TRC is implemented with fidelity to the models, but to also demonstrate how it can be done within WPS’s protocols, structures, and programs.
* In addition to the more formal means of creating a change of culture, all teachers are aware of the power of the “unofficial grapevine” for expanding the vision of their peers and for creating an enthusiasm that can prevent or overcome a natural resistance to change. All teachers and administration are excited, enthusiastic, proponents of TRC and will miss no opportunity to help others understand and embrace its tenets.

To foster a collaborative culture, traditional forums such as meetings and in-services will be augmented and enhanced by technology based means of collaborating among Franklin TRC teachers and an increasing PLC of TRC teachers using 21st century skills and 21st century tools including the KSDE TRC Ning and other social networking opportunities. These resources will accelerate learning among the dedicated staff and will continue to facilitate continued growth of TRC beyond the state funded grant.

Local Project Goals

The TRC project will support all assessment and evaluation efforts required and desired by Altec and KSDE. In addition, to assure that the proposed TRC project can adequately address the above goals, specific local goals are outlined below to assure the successful implementation of the grant.

|  |  |  |
| --- | --- | --- |
| **Goal: Establish TRC classrooms as 21st century learning environments** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Purchase technology and software | May – June, 2011 | Budget in Google docs/Purchasing records |
| 2) Install technology and software in classrooms | August 2011 | Presence of technology  Work orders |
| 3) Set up classrooms as tech rich learning environments | August 2011 | Presence of technology  PD agenda |
| 4) Obtain Web 2.0 tools & collaborative resources for student use | August 2011 - Ongoing | PD agenda |
| **Goal: Improve TRC teachers’ technology skills and use of skills to enrich standards-based instruction** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Begin Altec TRC Professional Development activities | Facilitators – June 2011  Teacher trainings – August 2011-Ongoing | Records of attendance |
| 2) Establish TRC Professional Learning Community | Sept. 2011 – Ongoing | Presence of activity on KSDE TRC Ning |
| 3) Attend quality conferences and trainings | Ongoing as available | Record of attendance |
| 4) Develop and submit at least 2 project- based lesson plans per teacher per semester (1 to target an assessed indicator) | August 2001- May 2012 | Presence on KSDE TRC Ning as well as the District TRC site |
| 5) Increase teacher skill level | Ongoing | Profiler Pro administered at end of year |
| **Goal: Disseminate PD learning/program activity and progress to all audiences** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Initiate building in-services and staff meetings by TRC teachers | Sept. 2011 - Ongoing | Record of meetings and training activities |
| **Goal: Students will increase reading skills through 21st century context and use of 21st century tools** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Establish baseline for reading skills | Aug. 2011 | AIMS Web scores |
| 2) Reading instruction will be integrated in cross curricular learning activities and during core reading instruction | Aug. 2011 – Ongoing | Submitted lesson plans |
| 3) Consistent Measures of AIMS Web (3times a year) | Aug. 2011, Dec. 2011, May 2012 | AIMS WebScores |
| **Goal: Students will increase competency with technology** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Students will receive instruction on specific hardware and software applications | Aug 2011 – Ongoing | Teacher lesson plans |
| 2) Students use technology throughout year in project based learning ICT applications as tools for learning | Aug 2011 – Ongoing | Teacher lesson plans |

**IMPLEMENTATION PLAN**

Commitment to sustainability through use of district facilitator – The TRC project will employ a .5 FTE Facilitator who will be responsible for all duties of the project facilitator as outlined by KSDE. All project activities will be accomplished toward the goal of firmly establishing the TRC project at Franklin so it can not only be sustained, but also continued to grow as the core of culture change for the entire school and a model for the district.

Description of TRC Facilitator’s experience and qualifications – The facilitator will be Jenny Gridley, who currently serves WPS as the grant facilitator for a Phase 7 and Phase 8e TRC grant and has served as Grant Facilitator on 5 previous TRC projects. She also has worked as an Instructional Technology Specialist in WPS’s Instructional Technology Department for four years and has gained a wealth of knowledge, experience and skill that she will bring to the project. Within that experience, she has developed mastery of all technology required by TRC and is extremely competent with necessary software, applications and resources as well as the protocols, structures and programs unique to WPS and within which TRC must operate. She is also exceptionally practiced as a provider of professional development and coaching of TRC teachers. Her experience uniquely qualifies her to provide all aspects of TRC facilitation to the successful completion of the proposed TRC project.

Jenny earned her B. S. in Elementary Education, an M.S. degree in Curriculum and Instruction, and an ESL endorsement from Wichita State University and is currently completing her eleventh year in education. Of those eleven years, she taught elementary school for six and as an experienced classroom teacher. She is practiced in delivering core-curriculum to elementary students and understanding the challenges faced by elementary teachers in urban schools. She brings not only practical classroom expertise but also a deep knowledge and practiced ability with technology and technology integration that can be shared with the TRC teachers and the entire school community. As the grant facilitator, she lends an especially practical perspective to the project and work of the TRC project. She states; “As a former classroom teacher and grant facilitator for five previous Technology Rich Classroom grants, I know many effective strategies for implementing technology in the classroom and am excited to share them with the participating teachers. I have the ability and enthusiasm to help them grow as teachers and individuals. I am excited for the opportunity to participate and support this project.”

How the TRC Facilitator will provide professional learning opportunities, technology leadership, classroom-level support and job-embedded professional development for teachers –

Ms Gridley will work with the participating teachers 2 ½ days a week. During the reoccurring weekly meetings with each teacher and/or professional development opportunity, she will provide that “just in time” teaching that is needed for effective learning by teachers. As a result, teachers will have the ability and tools to make a direct connection between theory and practice within the core content areas and technology integration. The facilitator will support teachers at the classroom-level by providing modeling of technology and/or content area instruction and will also be there as a safety net when the teachers try new forms of instruction (project-based learning as well as technology integration). Ms Gridley will consistently correspond with district leadership to keep them aware of the progress of the project.

Estimation of Facilitator Weekly Schedule: The facilitator has 5 years of experience with implementation of TRC grants and has found the following schedule to be effective in providing .5 FTE to the successful implementation of the project.

*Facilitator’s Weekly TRC Schedule*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day of the Week: | Monday | Tuesday | Wednesday | Thursday | Friday |
| Kathy  Abdul-Hameed | *8:00-12:00 (helping support teacher; model; research; work with students)* |  |  |  |  |
| Heather  House | *12:00-4:00 (helping support teacher; model; research; work with students)* |  |  |  |  |
| Latanisha McGuire |  | *8:00-12:00 (helping support teacher; model; research; work with students)* |  |  |  |
| Mallory Williams |  | *12:00-4:00 (helping support teacher; model; research; work with students)* |  |  |  |
| Grant Administration |  |  |  | *12:00-4:00 (TRC administrative duties.)* |  |
| Other Job Position  (if applicable) |  |  | *Grant Facilitator Phase 8* | *Grant Facilitator Phase 8  ½ day* | *Grant Facilitator Phase 8* |

Total number of participating classroom teachers (Note: all teachers are assigned to Franklin)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher Name: | | Grade  Level: | Content  Area: | Email: | Phone: |
| Kathy Abdul-Hameed | | 3rd | Elementary | khameed@usd259.net | (316) 973-9850 |
| Mallory Williams | | 4th | Elementary | mwilliams9@usd259.net | (316) 973-9850 |
| Heather House | | 5th | Elementary | hhouse@usd259.net | (316) 973-9853 |
| Latanisha McGuire | | 5th | Elementary | lmcguire@usd259.net | (316) 973-9850 |
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Narrative description of intended professional learning days

Professional Development for the teachers involved in the TRC grant will be essential to its success and its ability to make the vision a reality. With the incredible amount of information on technology in education, constructivism, and other topics, self teaching is impractical as an already overworked teacher soon becomes overwhelmed and confused with even the results of a basic Google search. It is important to have a facilitator who can provide learning in manageable portions at relevant times that can be easily and effectively implemented. Having an experienced TRC facilitator to fill that role will assure that the teachers have the knowledge and opportunities to succeed. With that success behind them, they will be eager to take the new knowledge to the classroom and beyond.

When implementing the TRC grant, the professional learning days will be used to address the vision statement of Franklin Elementary. That vision is:

*To be a caring, committed, cohesive and open-minded staff*

*who is willing to work toward a common goal.*

*Our students will take pride in personal and academic successes*

*to acquire 21st century skills while developing a love for learning.*

TRC training and support will also be designed and implemented to address Franklin’s 10 Commitments, a list of guiding principles which have set the stage for TRC by outlining the culture that the education environment staff want to be able to provide to all of its students. While these beliefs are published and continually promoted, additional assistance is needed to make more significant strides to fulfilling these commitments. Toward this end, staff is enthusiastically seeking professional development through TRC.

**Franklin 10 Commitments**

*All Staff at Franklin are Committed to…*

* Challenging students to stretch and grow
* Maintaining high expectations
* Promoting student growth and learning at appropriate instructional levels
* Promoting a positive and supportive attitude and atmosphere
* Encouraging academic success
* Building intrinsic motivation
* Doing what it takes for all students to succeed
* Providing a safe environment
* Providing consistent support for students and each other
* Promoting family engagement and obtaining stake holder support

By providing professional development that is rigorous and relevant, that has a student-centered focus and that is embedded with 21st century skills, the teachers will make the vision a reality.

Training Plan for Professional Learning Days

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| Date | Time | Description |
| Aug. | 2 hrs | Preparing equipment for classrooms/discuss management plans |
| Sept. | 7.5 hrs | Grant Review; Project-Based Learning & Higher Order Thinking Skills review |
| Nov | 7.5 hrs | Preparing for the State Assessments through Project Based Teaching |
| Dec | 7.5 hrs | Web 2.0 Tools in the Reading Classroom |
| Jan | 7.5 hrs | Digital Storytelling using Web-based tools |
| April | 7.5 hrs | Celebration Preparation |
| May | 7.5 hrs | Collaborative Projects & Virtual Field Trips |